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ABSTRACT

The concepts of teaching, teaching goals, and teaching strategy are defined. A taxonomy relating goals teachers have for students and the teaching strategies they employ to elicit those goals are presented, as well as a brief description of each of the strategies. The six goals identified in the teaching process are: (1) acquire information; (2) develop concepts; (3) develop skills; (4) develop awareness; (5) develop inquiry strategies; and (6) express and discuss opinions and ideas. (MJB)

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TEACHING STRATEGIES AND THE CLASSROOM

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TEACHING DEFINED

Teaching is goal directed. Generally speaking, it involves someone who knows or who has a particular skill working with someone who doesn't know or who doesn't have that skill. We call the person who "knows", the teacher, and the person(s) who doesn't, "students". When we talk about the act of teaching, therefore, we're talking about a system that includes a teacher or teachers who interact with a student or students. And, we see both students and teachers using their energies toward the eventual mastery of something to be learned. Their common purpose is to bridge the student's knowledge or skills gap.

This notion of teaching is age free. That is, the teacher is defined by his function; someone who knows working with someone who doesn't know. In the broad sense, one child can function as the teacher for another as he helps his friend learn to ride a skate board, learn the multiplication tables, make sense out of a reading assignment, and so on. We refer to this as informal teaching.

Formal teaching, on the other hand, places certain responsibilities on the teacher-person. The teacher is usually assigned the position as a result of certification of some kind and the position most frequently carries with it the responsibility for students' learning as well as their personal welfare. Furthermore, formal teaching usually takes place over a specifically allocated period of time, in an assigned facility, and toward some lesson objectives defined prior to instruction. This paper is directed toward what we have called formal teaching.

TEACHER'S GOALS FOR STUDENTS

Perhaps one of the most unique characteristics of formal teaching is the identification of lesson outcomes. Most frequently when teachers discuss lessons they have taught or which they plan to teach, they describe lesson outcomes in general terms. They say such things as, "I want my students to develop concepts about. . ." "My students need to develop skills that enable them to. . ." "They need to acquire some information about. . ."

Concept development is one such goal for instruction. It's what the teacher sets out to accomplish with students. For example, a concept frequently taught in social studies is capitalism. Skill development is another such goal. For example, many teachers devote several lessons to developing the student's ability to analyze advertisements for health-related products in order to assess the validity of the information presented. In addition to intellectual skills, skill development may also include psychomotor skills such as developing the student's ability to use a typewriter, swing a tennis racquet, and so on. Information acquisition is a third goal for instruction. This teaching is intended to pass certain information on to students, such as informing them about commonly held causes of the Revolutionary War. Providing facts about the harmful effects of smoking is another example of information to be provided for students.

With recent emphasis on decision making as a more deliberate thrust in education, the arena of values awareness has gained increasing significance and attention as an instructional goal. Values awareness centers on helping students become aware of their own evolving system of values and on developing student's ability to relate their values to their behavior. For example, the teacher may invite the students to discuss the impact on the environment by recent technological developments as a way of helping them surface some of their values about the environment. Yet another goal focuses on human communication. Working toward this end, the teacher seeks to develop the student's ability to communicate effectively with others relative to an array of social, political, and economic issues.

Perhaps the primary goal of all of instruction is to develop the student's ability to solve a range of problems. In such lessons, the teacher is concerned with helping students develop a repertoire of processes useful to them in building and testing theories in various subject matter areas.

In general, most things teachers do in their classrooms can be classified as one of the six goals many teachers hold for their students. These six goals are: (1) concept development, (2) skill development, (3) information acquisition, (4) values awareness, (5) communication, and (6) the development of problem solving strategies. Even a cursory review of these goals reveals that each is unique in terms of what teachers expect their students to be able to do as an outgrowth of instruction. It's one thing, for example, to expect students to *recall* the names of available community health services as a specific product of an information acquisition goal for health education. It's another thing, however, to expect students to *make reasoned judgments* about the effectiveness of various community health services as an outgrowth of a skill development goal for instruction. In the first example, the students must listen or read and be able to recall the information at a later time. In the second example, the students must have sufficient opportunities to make reasoned judgments as they locate and/or formulate criteria as a base for their evaluation, utilize the criteria by applying them to the data about the various health services they are evaluating, and make judgments about the effectiveness of those health services being evaluated which will stand up in the light of scrutiny by others.

It is apparent, therefore, that while all of the six kinds of goals mentioned are indeed valid goals, students need to do different things to achieve those goals. Different goals require different lesson climates. Different goals require a different structure for the lessons. And, different goals require the teacher do different things as he or she interacts with students. Thus, different goals for students require different teaching strategies.

TEACHING STRATEGY DEFINED

If a group of visitors were to walk into any classroom where a lesson is in progress, they would see certain kinds of things going on. After observing awhile, they would become aware of what the lesson is all about and where it's going. Soon, they would see the lesson move through a developmental sequence from which they would get some sense of flow.

They would find that the students are organized in certain ways and are using selected materials. And the students would be doing certain things (and not doing other possible things) as they participate in the lesson. The same is true of the teacher. That is, the effective teacher would be doing things consistent with what the lesson is all about and not doing some other things one might do that are inconsistent with the goal. We suggest that the lesson flow, the way the classroom is organized, the materials being used, and what the students and teacher do during a lesson all happen because someone has decided that they should. The teacher has decided.

The teacher has also made a decision about what the students will learn. Certainly, this decision might be directly or indirectly influenced by the students, or it may be modified during the lesson as the students participate. More frequently, the teacher's decision about what the students are to learn is based on district curriculum guides, textbooks, and so on. The teacher has also made a decision about the sequence the lesson is going to follow; where it will begin and how it will get where it's going. A lesson sequence may be used as recommended by the district and as modified by the teacher's perception of student needs. The teacher has also made a decision about how the students are to be organized and what materials they will use. Surely all of these decisions may also be open to the influence of the students — or the teacher may decide to let the students decide. *But the teacher is still the person who is responsible — and accountable for these decisions.*

The teacher also decides either explicitly or implicitly what the students are to do during the lesson. Certainly it's not that the teacher give the students a continuing stream of moment-to-moment advice, but there are some general kinds of things the teacher expects the students to do that will move them toward the desired lesson outcomes. For example, the teacher may expect the students to listen, to raise questions, to read, to observe, to discuss, to attend, to write, to analyze, to evaluate, to judge, to participate in some kind of practice, to produce a given produce, and so on relative to some aspect of the curriculum. Finally, the teacher has made a decision about what he is going to do; about his own behavior during the lesson.

What all off this boils down to is that, in effect, a lesson is the product of a set of professional decisions a teacher makes and which the students and teacher implement during the lesson. This is true whether these decisions are the result of deliberate and thoughtful planning or whether these decisions are the result of some flash of insight, a new idea to experiment with, or a spur-of-the-moment action. In light of what it is the students are to learn, the range of professional decisions which follow center on such instructional issues as:

- What are the learning steps, and how are they to be sequenced?
- How will the students be organized?
- What materials will they use?
- What are the students to do as they come to grips with this particular learning task?
- What will the teacher do to initiate the lesson and to facilitate the student's growth toward the lesson objectives?

When the question, "What is a teaching strategy?" is raised, our response is:

> *Before the moment of teaching, a teaching strategy is a means to an end; a plan for action intended to make it possible for students to achieve a desired instructional outcome and which accounts for each of these afforementioned instructional issues.*
>
> *During the moment of teaching, a teaching strategy is what's happening; what the teacher is doing and saying, what the students are doing and saying, the materials they're using, how they're organized, and so on.*
>
> *After the lesson is over, the teaching strategy becomes the history of a human event.*

An effective teaching strategy is one in which the teacher's responses to the instructional issues specified are precise, systematic, internally consistent, and which yields the intended outcomes with students.

GOALS AND RELATED TEACHING STRATEGIES

One of the challenges to most teachers is that the curriculum they deal with centers on student objectives related to all six of the goals for students cited earlier. Since each of these goals is unique in terms of student expectations, each requires a different teaching strategy. Following is a list of the six goals for students along with the related teaching strategies:

TEACHER'S GOALS FOR STUDENTS	RELATED TEACHING STRATEGIES
• To acquire information about. . .	• INFORMATION ACQUISITION TEACHING STRATEGY
• To develop concepts about. . .	• CONCEPT DEVELOPMENT TEACHING STRATEGY
• To develop skills of. . .	• SKILL DEVELOPMENT TEACHING STRATEGY
• To develop awareness of values relative to. . .	• VALUES AWARENESS DEVELOPMENT TEACHING STRATEGY
• To develop inquiry strategies relative to. . .	• INQUIRY DEVELOPMENT TEACHING STRATEGY
• To express and discuss opinions and ideas relative to. . .	• OPEN-ENDED DISCUSSION TEACHING STRATEGY

Since different goals require different teaching strategies, problems arise for teachers when they've inadvertently mismatched the lesson goal and the teaching strategy. For example, concept development lessons frequently fail because teachers use an Information Acquisition Teaching Strategy to accomplish it. While the Information Acquisition Teaching Strategy does involve students in recalling information this teaching strategy does not engage students in processing information. And, concept development is dependent upon utilizing additional intellectual processes such as analyzing and synthesizing information related to a given concept thus, concept development seldom happens as an outgrowth of using the Information Acquistion Teaching Strategy, except by chance.

To minimize the possibility of mismatching teacher's goals for students and the teaching strategy utilized, it is helpful to recognize some of the characteristics of each teaching strategy. The following is a brief discussion of each of these teaching strategies.

Information Acquisition Teaching Strategy

Some goals teachers have for their students may be classified as information acquisition. That is, the central emphasis of such lessons is on getting some information from the teacher, the text, the district curriculum guide, or other source into the minds of students. To achieve this kind of goal, teachers may show or tell students the information, give assigned readings, show a film, invite a guest speaker to visit the classroom, take the class on a field trip, and so on.

As an outgrowth of this teaching strategy, the students should be able to do such things as identify, distinguish, describe, recall, or retrace the specified information and get feedback about their work.

Concept Development Teaching Strategy

Some goals teachers have for their students may be classified as concept development. To achieve this kind of goal, teachers either involve the students in an activity, a series of activities, or they may use a series of questions or statements in a class or group discussion format to stimulate the students' use of those intellectual processes necessary to build the desired concept. The teacher also makes it possible for the students to get feedback about their work, about the concept they're building so they will know if they are on the right track or not.

As an outgrowth of this teaching strategy, the students should be able to use the concept outside of the setting in which it was developed. For example, the teacher may create a situation in which the students are expected to use a given concept to develop an explanation for a phenomenon "new" to them, formulate a course of action consistent with the concept, use a concept to make a prediction consistent with the concept, use the concept to make a judgment, use the concept to develop a hypotheses, build a model consistent with the concept, and so on.

Skill Development Teaching Strategy

Some goals teachers have for their students may be classified as intellectual or psychomotor skill building. While to achieve this kind of goal, teachers may tell students about a skill they are to learn, point out how the skill may be useful to them, and describe or demonstrate the specific skill to be learned, the central emphasis of such lessons is on the students' attainment of the skill so they are able to use it when they choose to do so. It's apparent that whatever else happens as part of skill development lessons, to achieve this kind of goal students must have sufficient opportunities to both practice the desired skill and to get feedback on their performance.

As an outgrowth of this teaching strategy, the students should be able to demonstrate the performance of the intellectual skills such as analyzing, inferring, extrapolating, interpreting, translating, or psychomotor skills such as brushing teeth, exercising, using specified tools, and so on.

Values Awareness Development Teaching Strategy

Some goals teachers have for their students may be classified as values awareness. To achieve this kind of goal, teachers make it possible for their students to express value judgments and recommend alternative courses of action relative to values-loaded issues. As students do so, teachers work to help the students gain insight into some of the values which underlie the judgments they express and the actions they recommend.

As an outgrowth of this teaching strategy, the students should be able to report their values in relation to specified subjects suitable for classroom discussion, relate individual values to actions, decisions, or judgments they make, and so on.

Inquiry Development Teaching Strategy

Some goals teachers have for their students may be classified as inquiry strategy development. To achieve this kind of goal, teachers make it possible for their students to work on different kinds of problems in their own ways and at their own pace. In addition, teachers must also intervene as necessary to facilitate the students' growth as inquirers. In inquiry lessons, the students' work is preceded and followed by a "Process Dialogue". During the Process Dialogue, teachers invite all of the students in the group to spend time thinking and talking about how they're going to work, how they have worked, and to consider how well the various inquiry processes and strategies they used helped them work toward an effective solution for the problem.

As an outgrowth of this teaching strategy, the students should be able to label the various inquiry processes they or others use, prescribe and utilize a range of theory building and theory testing strategies, report or describe the various strategies they use, and so on.

Open Ended Discussion Teaching Strategy

Some goals teachers have for their students may be classified as interpersonal communication. To achieve this kind of goal, teachers make it possible for students to participate in a small and/or large group and express their attitudes, opinions, value judgments, and ideas in a responsible and thoughtful way.

As an outgrowth of this teaching strategy, students should be willing and able to report their own position on a given topic or issue, get feedback from their peers, learn the position of others in their class about that issue or topic, become more effective in interacting with others, and so on.

Certainly the teacher who teaches a grade or course which centers on one kind of goal will need only one of these teaching strategies. Thus, this person need not be concerned about the concept of teaching strategies per se. It is most relevant, however, to teachers who find themselves working toward a range of goals in the classroom because it helps them be more sensitive to shifts they'll have to make in their ways of working when they shift the kind of goal they're working for at the time.

TEACHING STRATEGIES - SOME AFTERTHOUGHTS

- Classroom Organizational Practices Are Not Teaching Strategies

None of the teaching strategies outlined carry the label *Individualized Instruction, Small Group Instruction*, or *Non-Graded Instruction* or...While classroom organizational patterns such as these are an important element for the effective implementation of any teaching strategy, an organizational pattern in and of itself is not a teaching strategy. For example, Individualized Instruction may be used for Information Acquisition, Concept Development, or for Skill Development. The way a classroom is organized is but one element of any teaching strategy.

- Most Teaching Strategies Are Mutually Exclusive

In general, the six teaching strategies outlined are mutually exlcusive. This is the case because each teaching strategy has its own critical elements. For example, corrective feedback by the teacher is one critical element of the Skill Development teaching strategy. A critical element of the Inquiry teaching strategy, however, is that students generate their own feedback about their work. Thus, if the teacher gives corrective feedback to students during an Inquiry lesson, that action would interfere with the Inquiry goals. On the other hand, if the teacher were not to give corrective feedback to students during a Skill Development lesson, that action would interfere with the Skill Development goals.

- Teaching vs Learning

Frequently, discussions or articles about instruction dichotomize teaching and learning. That is, one kind of instruction may be emphasized which stresses learning as compared to some other kind of instruction that emphasizes teaching. In our view, this dichotomy leads to the position that learning can take place without teaching, and more significantly, that good teaching can and indeed does take place without learning! While it's true that some kinds of learning may occur without teaching, it is our belief that the central thrust of public education is toward those kinds of learnings that occur as a result of teaching; learning we don't want to let go to chance. Teaching and learning must, therefore, be viewed not as bad and good aspects of instruction, but rather as independent components. A measure of the effectiveness of the former is the achievement of the latter.

- Teaching Without Learning

Some kinds of desired learning in the public schools may appear to occur without "teaching." The utilization of programmed instructional materials, learning centers, contract learning packages, workbooks, films, and other mediated instructional materials illustrate this point. During such activities, the teacher functions only in a management role. But is this learning without teaching? Not at all. It's just that in such instances the "teacher" is the person who developed the classroom material. The developer-teacher's influence is felt through the questions, judgments, data, and ideas built into the educational material produced.